

AMENDED IN SENATE JUNE 14, 2000  
AMENDED IN ASSEMBLY MAY 31, 2000  
AMENDED IN ASSEMBLY MAY 26, 2000  
AMENDED IN ASSEMBLY APRIL 10, 2000

CALIFORNIA LEGISLATURE—1999–2000 REGULAR SESSION

**ASSEMBLY BILL**

**No. 2556**

**Introduced by Assembly Members Hertzberg and Shelley**

February 24, 2000

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An act to add Chapter 5.6 (commencing with Section 58740) to Part 31 of the Education Code, relating to school and community partnerships.

LEGISLATIVE COUNSEL'S DIGEST

AB 2556, as amended, Hertzberg. School and community partnership collaborations.

Existing law authorizes the governing board of a school district to provide school facilities.

This bill would establish a grant program, administered by the Office of Planning and Research, to pay the cost of planning and operating full-service school and community partnership collaboration programs. The bill would prescribe the requirements for grant eligibility, the purposes ~~of~~ *for* which grant funds could be utilized, and the process for applying for, and receiving, a grant under this program. The bill would require grants awarded under the bill to be matched by the school and community partnership

collaboration and its participating agencies ~~at a rate of \$1 for every \$2 received.~~

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

*The people of the State of California do enact as follows:*

1 SECTION 1. (a) The Legislature finds and declares  
2 all of the following:

3 (1) As California enters the 21st century, the projected  
4 increase in the population of the state raises concerns  
5 about the quality of life that will be experienced by  
6 citizens of the state in the future. By the year 2020, the  
7 current population of the state of 33 million is projected  
8 to reach 45.3 million; in other words, the population of the  
9 state will increase by half the number of people it now has  
10 in the next twenty years.

11 (2) The population growth the state is experiencing  
12 places a burden on the financial resources and physical  
13 infrastructure of our communities.

14 (3) *Research shows that young people are more likely*  
15 *to develop into healthy productive adults when they are*  
16 *provided with critical supports and opportunities*  
17 *throughout their development.*

18 (4) Social problems such as crime, drug abuse, juvenile  
19 delinquency, and academic failure are closely linked to  
20 the conditions in our communities. One in four  
21 adolescents are in significant trouble, ranging from drug  
22 abuse and teenage pregnancy to juvenile delinquency  
23 and more serious crimes. Of critical importance is that  
24 research shows that juvenile crime and risky behaviors  
25 spike in the afternoon hours of 3 p.m. to 5 p.m., when 55  
26 percent of middle school children spend two or more  
27 hours each day at home without an adult.

28 ~~(4)~~

29 (5) It is crucial that the state address how local  
30 communities are organized to *promote the healthy*  
31 *development of youth and* respond to social problems. To  
32 this end, schools can serve as community centers, places  
33 where young people and adults receive lifelong

1 instruction as well as having access to necessary social  
2 services.

3 ~~(5)~~

4 (6) The Beacon schools program in New York City is  
5 a premier example of the success that can be achieved  
6 when schools are used as community centers. The  
7 program began in 10 schools in 1991 to fight youth drug  
8 abuse. At these schools, staff workers use a youth  
9 development framework to help ~~pupils~~ *young people*  
10 with homework and conduct after-school recreation  
11 programs. The schools are also home to health clinics and  
12 social service centers to make these services more  
13 accessible to local residents. These schools have become  
14 community centers at which children and adults  
15 congregate every day of the year. The Beacon schools  
16 program has grown to include 75 schools that provide tens  
17 of thousands of youngsters with a safe structured  
18 environment after school and on weekends.

19 ~~(6)~~

20 (7) The Safe Haven after-school program operated by  
21 the city of Madison, Wisconsin, is another example of the  
22 opportunity schoolsites provide for improving the quality  
23 of life of our communities. The program is conducted at  
24 elementary schools in communities with high crime and  
25 poverty rates. Besides academic assistance and  
26 recreational activities, the schools also provide  
27 instruction in conflict resolution, such as peer mediation,  
28 to help pupils resolve disputes. The Safe Haven schools  
29 report improved school attendance and fewer conflicts  
30 among pupils during after-school hours.

31 ~~(7) Healthy Start, After School Learning and Safe~~  
32 ~~Partnerships Programs and other school and community~~

33 (8) *Healthy Start and other school and community*  
34 *partnerships* are demonstrating their effectiveness in  
35 raising school achievement, strengthening families, and  
36 building strong communities. New school and  
37 community partnership collaboration programs should  
38 build on the experiences of these programs, particularly  
39 in the areas of training and technical assistance, and  
40 evaluation.

~~(8)~~

(9) Launched in 1996, the San Francisco Beacon Initiative is a collaboration of *the City and County of San Francisco*, the San Francisco Unified School District, private foundations, and local community organizations that oversee eight Beacon Centers housed in public schools. Run by a local community agency, Beacon Centers offer academic support, leadership and career development, arts and recreation programs, and health services. All programs are designed to offer support and opportunities for the healthy development of youth. Beacon Centers provide youth with a safe place where they can make positive connections with adults and peers, assume valued leadership roles, and engage in challenging learning activities. All Beacon Centers serve as platforms to attract and maintain numerous programs for their communities.

~~(9)~~

(10) School and community partnership collaborations are necessary to achieve positive results for child, youth, families, and communities.

~~(10)~~

(11) School reform will not succeed without addressing the holistic needs of children and students.

~~(11)~~

(12) Parental involvement in youth activity and schooling is critical to the prevention of juvenile crime and the attainment of academic success.

~~(12)~~

(13) A consensus is arising that school and community partnership collaborations offer a workable solution to an array of interrelated problems such as deteriorating schools, troubled children, overburdened families, at-risk communities, and fragmented service systems.

~~(13)~~

(14) Research shows that school and community partnership collaborations have the capacity to improve educational outcomes and lower risky behaviors, particularly when these approaches involve cities and counties.

~~(14)~~

(15) Schools should serve as community centers at which individuals receive education throughout their lives. Schools should be places where learning occurs “after school,” in the evenings, in out-of-school time, during intersession, and on weekends.

~~(15)~~

(16) Schools should support and provide a variety of social services in partnership with public, civic, and private organizations, as well as businesses. Any number of social services should be provided at schoolsites.

~~(16)~~

(17) Most schools in the state, however, have been designed to serve only as instructional facilities. In most cases, school facilities are not available for use by the general public. Schools should, instead, be designed to sustain the relationship between a school and its community.

~~(17)~~

(18) Schools should be built to serve as the centers of their communities. School gymnasiums and play fields should double as community recreation centers and parks, school auditoriums should also serve as community theaters, and the resources in school libraries should be made available to members of the local community. In addition, health clinics and other community services should be provided at schoolsites to increase the availability of those services to the residents of the community.

(b) Therefore, the Legislature finds and declares that the concept of school and community partnership collaborations must be enhanced and expanded so that all youth, children, families and communities are provided with resources for success.

SEC. 2. Chapter 5.6 (commencing with Section 58740) is added to Part 31 of the Education Code, to read:

CHAPTER 5.6. SCHOOL AND COMMUNITY PARTNERSHIPS  
GRANT PROGRAM

58740. For the purposes of this chapter, the following definitions apply:

(a) “Asset mapping” means a survey of ~~geographically-located~~ *geographically located* organizations providing support services to children, youth, and families.

(b) “Community partnerships” mean locally-based programs that are broad, comprehensive, integrated, ~~culturally-sensitive~~ *culturally sensitive*, and include a local educational agency and at least four of the following entities, with at least one being a nongoverning entity:

(1) Cities.

(2) Counties.

(3) Philanthropic organizations.

(4) Nonprofit organizations.

(5) Community-based organizations.

(6) Park and recreation districts.

(7) Libraries.

(8) Other organizations that address the needs of children, youth, families, and communities.

Any of the above entities may be the organizing agency in the community partnership and may apply for grant funding available under this chapter. In forming community partnerships, the school and community partnership shall include citizen participation.

(c) “Community partnership coordinator” means a professional working for the school and community partnership collaboration who fosters community involvement, develops collaborative programs, conducts fundraising, and works closely with school administrators, city and county agencies, and other collaboratives.

(d) “Consortium” means two or more local educational agencies.

(e) “Cooperating agency” means any federal, state, or local public or private nonprofit agency that agrees to offer support services at a schoolsite or community

1 facility through a program implemented under this  
2 chapter.

3 (f) “School and community partnership  
4 collaboration” means the integration of education, youth  
5 development, and family services. This may include  
6 ~~medical, and social human services provided after school~~  
7 ~~and community-based that are beneficial to meeting the~~  
8 *community based medical, and social human services,*  
9 *provided after school that are beneficial to meeting the*  
10 needs of children, youth, and families on school grounds  
11 or in locations that are easily accessible.

12 (g) “Local educational agency” means a school district  
13 or county office of education.

14 (h) “Private partner” means a private business or  
15 foundation that provides financial assistance or otherwise  
16 assists a support services program operated under this  
17 chapter.

18 58741. (a) The Office of Planning and Research shall  
19 award grants to school and community partnership  
20 collaborations to pay the cost of planning and operating  
21 full-service school and community partnership  
22 collaboration programs. *The Office of Planning and*  
23 *Research shall consult with the State Department of*  
24 *Education in developing guidelines for awarding of*  
25 *funds.* Grants applications and funding may include  
26 three elements : (1) planning (2) operational and (3)  
27 capital infrastructure funds. A school and community  
28 partnership collaboration may apply for any or all of the  
29 grant elements. The Office of Planning and Research  
30 shall issue those grants as follows:

31 (1) Planning funds may be awarded to school and  
32 community partnership collaborations that have  
33 demonstrated a need to implement a program, but are  
34 not ready to begin the operation of the program, or that  
35 are in need of additional planning to expand existing  
36 support services programs. Planning grants shall not  
37 exceed fifty thousand dollars (\$50,000). Planning  
38 activities shall build on data collection and planning  
39 efforts and may include, but are not limited to, asset  
40 mapping of child, youth, and family resources in the

1 geographic area of the partnership, building school and  
2 community partnership collaborations, defining  
3 communitywide results, measurable indicators, and  
4 program performance measures, *and* establishing a  
5 monitoring and evaluation system. Upon completion of  
6 the planning phase, the school and community  
7 partnership collaborations shall be eligible to use  
8 operational funds.

9 (2) Operational funds may be awarded to school and  
10 community partnership collaborations that have met the  
11 following criteria:

12 (A) Utilized the planning funds to complete a school  
13 and community partnership collaboration planning  
14 process.

15 (B) Demonstrated readiness to begin operation of a  
16 program or to expand existing support services programs.

17 (3) Operational funds shall supplement, not supplant,  
18 existing services and funds, and shall be awarded based on  
19 the following schedule:

20 ~~(A) One hundred thousand dollars (\$100,000) in the~~  
21 ~~first year.~~

22 ~~(B) Seventy five thousand dollars (\$75,000) each in~~  
23 ~~the second and third years.~~

24 ~~(C) Fifty thousand dollars (\$50,000) in the fourth year~~  
25 ~~and each successive year.~~

26 *(A) Two hundred thousand dollars (\$200,000) in the*  
27 *first year.*

28 *(B) One hundred fifty thousand dollars (\$150,000) in*  
29 *the second year and each successive year.*

30 Of the amount provided pursuant to this paragraph,  
31 the school and community partnership collaborations  
32 shall annually expend an amount necessary to retain the  
33 services of a community partnership coordinator.

34 (4) Capital funds may be awarded to school and  
35 community partnership collaborations that have  
36 developed plans for joint use of facilities for the school and  
37 community partnership collaboration. These grants may  
38 be up to two hundred fifty thousand dollars (\$250,000).  
39 These programs may be located on a schoolsite or in a  
40 community facility.



1 (b) All grants awarded pursuant to this section shall be  
 2 matched by the school and community partnership  
 3 collaboration and its participating agencies. *In the first*  
 4 *year, grants shall be matched with one dollar (\$1) for*  
 5 *every four dollars (\$4) awarded. In each successive year*  
 6 *grants shall be matched with one dollar (\$1) for each two*  
 7 *dollars (\$2) awarded. The match shall be contributed in*  
 8 *cash or as services or resources of comparable value.*

9 (c) The Office of Planning and Research shall award  
 10 grants pursuant to this section and shall, to the extent  
 11 possible, award grants to programs representative of the  
 12 ethnic and linguistic diversity of schoolage ~~pupils~~  
 13 *children* and their families. The Office of Planning and  
 14 Research shall develop and implement a plan to ensure  
 15 that grant funds are awarded to applicants representative  
 16 of the geographic, ethnic, and linguistic diversity of  
 17 California.

18 (d) A school and community partnership  
 19 collaboration is eligible for a grant under this section if it  
 20 demonstrates in its program plan that it shall do at least  
 21 two of the following:

22 (1) Give priority for services provided under this  
 23 chapter to pupils from low-income families.

24 (2) Assist families in responding to support service  
 25 needs of ~~pupils~~ *youth*.

26 (3) Provide services to families such as English as a  
 27 Second Language courses, support in accessing health  
 28 and human services programs, and mentoring.

29 (4) Involve parents or guardians and teachers in the  
 30 process of identifying a pupil's service needs and in the  
 31 planning for and provision of support services.

32 (5) Submits or has submitted an application to the  
 33 State Department of Education and the State  
 34 Department of Health Services for certification as a  
 35 Medi-Cal provider, pursuant to Chapter 7 (commencing  
 36 with Section 14000) of Part 3 of Division 9 of the Welfare  
 37 and Institutions Code.

38 (e) For purposes of this chapter, support services shall  
 39 ~~include case-managed health, mental health, dental~~  
 40 ~~health, and, social and academic support services~~ *include*

1 *social, health, and academic support services* benefiting  
2 children and their families, and may include, but are not  
3 limited to:

4 (1) Health care, including:  
5 (A) Immunizations.  
6 (B) Vision and hearing testing and services.  
7 (C) Dental services.  
8 (D) Physical examinations, diagnostic, and referral  
9 services.  
10 (E) Prenatal care.  
11 (F) *Case managed health*.

12 (2) Mental health services, including primary  
13 prevention, crisis intervention, assessments, and  
14 referrals, and training for teachers in the detection of  
15 mental health problems.

16 (3) Substance abuse prevention and treatment  
17 services.

18 (4) *Youth leadership and civic involvement*  
19 *opportunities*.

20 (5) *Activities which increase access and equity to*  
21 *technology*.

22 (6) *Career development and job preparedness*  
23 *programs*.

24 (7) Family support and parenting education,  
25 including child abuse prevention and schoolage  
26 parenting programs.

27 ~~(5)~~

28 (8) Academic support services, including tutoring,  
29 mentoring, employment, community service internships,  
30 and in-service training for teachers and administrators.  
31 However, grants for these purposes shall supplement, not  
32 supplant, existing resources in these areas.

33 ~~(6)~~

34 (9) Counseling, including family counseling and  
35 suicide prevention.

36 ~~(7)~~

37 (10) Services and counseling for children who  
38 experience violence in their communities.

39 (11) *Programs to increase English literacy*.  
40 (12) *Adult enrichment*.



~~(8)~~

(13) Nutrition services.

~~(9)~~

(14) Youth development ~~services~~ activities, including tutoring, mentoring, recreation, ~~career—development,~~ and job placement.

~~(10)~~

(15) Case management services.

~~(11)~~

(16) Provision of onsite Medi-Cal and Healthy Families eligibility workers.

58742. (a) Each community partnership seeking a grant under this article shall submit an application to the Office of Planning and Research that includes the information in subdivision (b) and any additional information the Office of Planning and Research requests as part of the application process.

(b) Each grant application submitted shall include all of the following:

(1) Documentation of the need for participation in this program.

(2) Documentation of the need for planning assistance, program operation support, or both.

(3) A description of the communitywide results for children and their families, measurable indicators, and program performance measures for the program.

(4) A description of the proposed programs, including two or more support services expected to be provided at the schoolsite or at a site near or adjacent to the school *and how these programs will contribute to the positive development of youth and how they will contribute to achieving the identified communitywide results.* The amount and sources of required funding, the existing resources to be used or redirected, the priorities for development and timing of the program, the agencies responsible for the implementation of the program, and the procedures for the evaluation of the program. The program plan submitted with an operational fund application shall include all of the following:

1 (A) Provisions for data collection and recordkeeping,  
2 including records of the population served, the  
3 components of the service, the results of the service, and  
4 costs, including startup, direct and indirect costs,  
5 including those to other agencies, and cost savings.

6 (B) A service evaluation component, including input,  
7 process, and program performance measures that  
8 include inputs, quality measures, and program outcomes,  
9 quality assessment, and the process by which these  
10 measures will be taken. In addition, the plan shall include  
11 specific targets and outcome measures.

12 (C) A specific governing mechanism at the site level,  
13 that includes parents, by which the plan will be  
14 implemented, including local decisionmaking  
15 responsibilities community development, organizational  
16 needs, anticipated problems and procedures to solve  
17 them, and incentives for collaboration and participation  
18 incentives to personnel.

19 (5) Documentation of any procedures that have been,  
20 or will be, taken to designate the local educational agency  
21 as a Medi-Cal provider pursuant to Chapter 7  
22 (commencing with Section 14000) of Part 3 of Division 9  
23 of the Welfare and Institutions Code.

24 ~~(6) A description of technical assistance, professional~~  
25 ~~growth, and development needs, if any.~~

26 *(6) A plan for technical assistance and staff*  
27 *development to build capacity to administer a growing*  
28 *center and to enhance the quality of all programs, which*  
29 *include identified partners and resources for its*  
30 *implementation.*

31 (7) A description of the proposed plan for family  
32 involvement in the program.

33 (8) A description of the population anticipated to be  
34 served.

35 (9) A plan describing how the proposed program will  
36 be sustained over time.

37 58743. A school and community partnership  
38 collaboration may contract with other entities, including  
39 county agencies and private nonprofit organizations or

1 private partners, to provide services to ~~pupils~~ *youth* and  
2 their families.

3 58744. (a) Grants awarded pursuant to this chapter  
4 may be used for salaries of staff responsible for developing  
5 or implementing the program plan and administrative  
6 support staff, equipment and supplies, training, and  
7 insurance.

8 (b) (1) The Office of Planning and Research may use  
9 funds appropriated pursuant to this chapter for  
10 state-level administration, including evaluation and  
11 technical assistance.

12 (2) For purposes of this subdivision, “technical  
13 assistance” includes, but is not limited to, establishing  
14 interagency collaboration, providing information  
15 dissemination and referrals, including information about  
16 appropriate program models, conducting site visits,  
17 *enhancing quality programming*, and convening  
18 workshops to assist in the implementation of school and  
19 community partnership collaboration programs  
20 developed pursuant to ~~the~~ *this* chapter.

21 58745. Commencing in the 2000 calendar year, and  
22 each subsequent year for which funding is available,  
23 grants shall be awarded by the Office of Planning and  
24 Research according to the following schedule:

25 (a) The Office of Planning and Research shall issue  
26 requests for applications on or before November 1.

27 (b) Grant applications shall be submitted to the Office  
28 of Planning and Research on or before March 1.

29 (c) The Office of Planning and Research shall award  
30 grants on or before May 15.